Russell Warren

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Essential Belief Statement

The stereotypical teaching story is one of an inclined student with a love for the classroom, an experience with involved and caring teachers, and a crystalizing experience of bliss that cements the job of teaching as the only future profession for the hopeful. My story is no different. From a young age I was hugely invested in school. While I may not have done all of my homework, and continue to find planning my time and investing all my resources to said work a difficult task, I was always enthusiastically involved in the classroom and found a knack for explaining things to others. Also as a child, I would commonly drift into personal ideas and perceptions about the differences in the world around me, and was extremely inclined to reading. Literature made up the world I lived: both of my grandmothers would religiously read to me, I was gifted children’s poetry collections on my birthdays and holidays, and quotations from my favorite stories were framed along my bedroom walls. It wasn’t totally forced upon me – my relatives’ inclination to enrich my wildly imaginative mind equaled my own thirst. My tendency to be more of an introvert and a linguistic learner – an early sign of my two highest multiple intelligences – influenced the hours upon hours I invested in reading and writing. I found books and blank pages to be huge canvases on which I could simply imagine and create, places where I had boundless freedom.

This lust for the imagined possible fueled my excitement towards English literature, and later developed a stronger understanding of the language through grammar. It was much later, in my senior year of high school, that I decided secondary education, specifically high school, would most certainly be where I would find my profession as an English teacher. Up to that point, I was wrestling between going after a pure English degree, Creative Writing, possibly Film Studies or Directing, or even Urban Planning. Thankfully, I was able to join a joint English and Social Studies Humanities course senior year, and my love for English and what I could do with the language exploded in my brain. I participated in projects including not just text, but art and music representation of emotion, which I discovered was just as valid and maddeningly helpful to the study of English. I also read some of the most fantastic novels that have become essentials to my drive. From there I toured schools, fell in love with Farmington, and knew what my future life would consist of: Secondary Education English.

However, I was equally unprepared and excited for the massive journey that was laid out before me. I was told as a child that teaching is a noble profession, one that was glorified by my young experiences with impressive educators. Being at the University, I have also discovered that the profession includes acres and acres of study and discussion, and depends greatly on my willingness to learn and the importance I put on the work I accomplish. The course will hopefully not only prepare me and lead me through this massive undertaking, but also provide me with the context to create my own classroom and support my own students in ways I see fit. There is so much to learn, and while I’m excited, it’s quite daunting. However, I place full responsibility in myself to open my mind to the knowledge these professors are extremely adept at understanding and explaining. In the future, I will apply this information to my own classroom while instilling my own teaching beliefs, influenced by what I will learn, and my personal craving for English literature and all the subject entails. I realize that the actual action of surveying and teaching a classroom myself will call for extreme flexibility while also needing detailed planning. Being in Practicum will prepare me for that, and also call for everything I am and everything I have to offer my teachers, my classmates, and myself.

And I couldn’t be more excited.